

PSYCHOLOGY

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, Society and Culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. In the case of psychology, all indicators relate closely to the content area entitled individuals, society and culture. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — The Scientific Method

Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.

Standard 2 — Development

Students will explain the process of how humans grow, learn and adapt to their environment.

Standard 3 — Cognition

Students will understand how organisms adapt to their environment through learning, information processing and memory.

Standard 4 — Personality, Assessment and Mental Health

Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress and mental illness; and identify approaches for treatment of mental health problems.

Standard 5 — Socio-Cultural Dimensions of Behavior

Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

Standard 6 — Biological Bases of Behavior

Students will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.

Standard 1

The Scientific Method

Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.

- P.1.1 List and explain the reasons for studying the methodology of psychology.
- P.1.2 Differentiate between descriptive and experimental research methods.
- P.1.3 List and describe key concepts in descriptive and experimental research.
- P.1.4 Explain the relationship among independent and dependent variables and experimental and control groups.
- P.1.5 Distinguish between scientific and nonscientific research.
- P.1.6 List and describe the key concepts, and follow the ethical guidelines created and supported by the American Psychological Association regarding the use of human and animal subjects.
- P.1.7 Identify ethical issues in psychological research.
- P.1.8 Apply the principles of research design to an appropriate experiment.
- P.1.9 Describe and compare quantitative and qualitative research strategies.
- P.1.10 Create a testable hypothesis and design and carry out appropriate research.
- P.1.11 Discuss the problems of attributing cause and effect to the outcomes of descriptive research.

Standard 2 Development

Students will explain the process of how humans grow, learn and adapt to their environment.

- P.2.1 Explain the role of prenatal, perinatal and post-natal development in human behavior.
- P.2.2 Discuss aspects of life span development (infancy, childhood, adolescence, adulthood, later years, dying and death).
- P.2.3 Compare the different ways in which people develop, including physical, social, moral, cognitive, emotional and language development.
- P.2.4 Describe the theories of Piaget, Erikson and Kohlberg regarding development.
- P.2.5 Compare children's thinking at different stages of cognitive development.
- P.2.6 Identify and compare the level of moral reasoning from Kohlberg's stages of moral development.

- P.2.7 Design and conduct experiments related to cognitive, emotional, motor, moral and language development.

Standard 3

Cognition

Students will understand how organisms adapt to their environment through learning, information processing and memory.

- P.3.1 Explain learning, including operant, classical, associational and social learning.
- P.3.2 Differentiate between learning, reflexes and fixed-action patterns.
- P.3.3 Describe the characteristics and operation of short-term and long-term memory.
- P.3.4 Identify factors that interfere with memory.
- P.3.5 Describe mnemonic techniques for improving memory.
- P.3.6 Identify the brain structures related to memory.
- P.3.7 Explain cognition from both developmental and information processing perspectives.
- P.3.8 Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.
- P.3.9 Explain the principles of classical conditioning, operant conditioning, observational learning and associational learning to daily life.
- P.3.10 Create and carry out a plan for changing one's own behavior.
- P.3.11 Provide examples of learning from daily life.
- P.3.12 Apply mnemonics techniques to learning situations.

Standard 4

Personality, Assessment and Mental Health

Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress and mental illness; and identify approaches for treatment of mental health problems.

- P.4.1 Identify the factors that may influence the formation of personality.
- P.4.2 Identify and describe the characteristics of the major personality theories.

- P.4.3 Distinguish between objective and projective techniques of personality assessment.
- P.4.4 Describe tests used in personality assessment.
- P.4.5 Distinguish between stress and distress.
- P.4.6 Identify environmental factors that lead to stress.
- P.4.7 Describe the common characteristics of abnormal behavior.
- P.4.8 Explain how culture influences the definition of abnormal behavior.
- P.4.9 Identify and describe the theories of abnormality.
- P.4.10 Discuss major categories of abnormal behavior.
- P.4.11 Describe availability and appropriateness of various modes of treatment for people with psychological disorders.
- P.4.12 Describe characteristics of effective treatment and prevention.
- P.4.13 Explain the relationship between mental health categories and the law.
- P.4.14 Evaluate the influence of variables, such as culture, family and genetics, on personality development.
- P.4.15 Explore the impact of socio-cultural factors on personality development.
- P.4.16 Compare and contrast the validity and reliability of objective and projective assessment techniques.
- P.4.17 Develop a strategy to promote support for individuals with specific mental disorders.
- P.4.18 Locate sources of mental health care providers.
- P.4.19 Explain how one's outlook (positive or negative) can influence mental health.
- P.4.20 Develop a plan for raising a child with a healthy personality.
- P.4.21 Explain anti-social behavior using major personality theories.

Standard 5

Socio-Cultural Dimensions of Behavior

Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

- P.5.1 Understand how cultural socialization determines social schema development.
- P.5.2 Describe the components of culture, such as symbols, language, norms and values. (Geography)
- P.5.3 Explain how perceptions and attitudes develop.
- P.5.4 Describe factors that lead to conformity, obedience and nonconformity.
- P.5.5 Discuss the role of altruism in society.
- P.5.6 Describe circumstances under which conformity and obedience are likely to occur.
- P.5.7 Explain how attributions affect our explanations of behavior.
- P.5.8 List and assess some methods used to change attitudes.
- Example:** team building, knowledge and learning, peer group influence, coercion, and economic reward
- P.5.9 Explain how economic, social and cultural factors affect behavior. (Economics, Geography)
- P.5.10 Understand how social structure can affect inter-group relations.
- P.5.11 Identify differences between internal and external attributions.
- P.5.12 Discuss conflict and the processes involved in conflict resolution.
- P.5.13 Explain how bias and discrimination influence behavior.
- P.5.14 Provide positive and negative outcomes of group polarization.
- P.5.15 Compare the factors that lead to conformity and nonconformity.
- P.5.16 Describe how a social group can influence the behavior of an individual or another group.
- P.5.17 Explore the nature of bias and discrimination.
- P.5.18 Explain the role of expectations and stereotypes as they relate to attitude and behavior.
- P.5.19 Give examples of the bystander effect*.
- P.5.20 Compare the effects of cooperation and competition on individuals and groups.
- P.5.21 Identify and explain sources of attitude formation.

- * bystander effect: the phenomenon in which someone is less likely to intervene in an emergency when others are present than when alone

Standard 6

Biological Bases of Behavior

Students will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.

- P.6.1 List and describe the structure and function of the major regions of the brain.
- P.6.2 Identify the role of the corpus callosum.
- P.6.3 Describe the structure and function of the neuron in relation to how the brain works.
- P.6.4 Identify the major divisions and subdivisions of the nervous system.
- P.6.5 List the methods for studying the brain.
- P.6.6 Understand the structure and function of the endocrine system.
- P.6.7 Explain how heredity interacts with the environment to influence behavior.
- P.6.8 Distinguish between conscious and unconscious perception.
- P.6.9 List and describe the location and function of the major brain regions.
- P.6.10 Describe the relationship among DNA, genes and chromosomes.
- P.6.11 Compare and contrast the influence of the left and right hemispheres on the function of the brain.
- P.6.12 Explain sensory adaptation, sensory deprivation and the importance of selective attention.
- P.6.13 List and explain the psychological influences and experiences on perception.
- P.6.14 Compare the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission.
- P.6.15 Identify how vision, motor, language and other functions are regulated by each hemisphere.
- P.6.16 Give examples of how hormones are linked to behavior.
- P.6.17 Give examples of how the environment selects traits and behaviors that increase the survival rate of organisms.

- P.6.18 Discuss the possible effects of heredity and environment on behavior.
- P.6.19 Explain the function of the sympathetic and parasympathetic nervous system on heart rate or other physiological responses in an emotional situation.